

*Department of Social Sciences  
Te Tari Pūtaiao-a-Iwi*

# Postgraduate Handbook 2011



**Postgraduate Certificate in Arts**  
(Social Sciences, Policy Studies, Human Services, Conflict Resolution)

**Postgraduate Diploma in Arts**  
(Social Sciences, Policy Studies, Human Services, Conflict Resolution)

**BA (Honours) in Social Sciences**

**Master of Arts (Social Sciences)**

**Master of Arts (Policy Studies)**

**Master of Arts (Human Services)**

**Master of Arts (Conflict Resolution)**

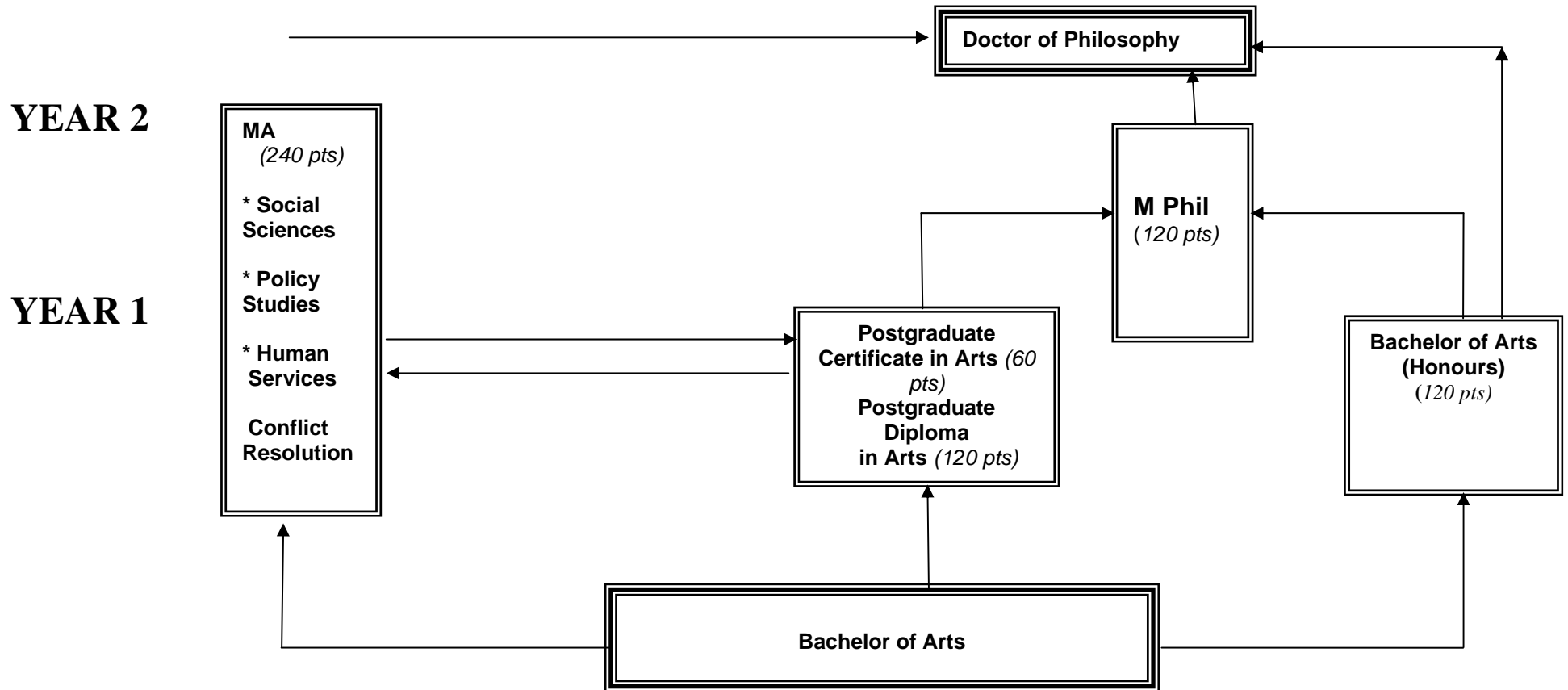
**Master of Philosophy**

**Doctor of Philosophy**

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# STAIRCASING OF POSTGRADUATE PROGRAMMES IN THE SCHOOL OF SOCIAL SCIENCES



## WELCOME

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### To our Postgraduate Students

On behalf of the Department of Social Sciences, I welcome you to our postgraduate programme. As you have been found to meet our stringent entry criteria, we have every confidence that you will find it rewarding and gratifying in spite of its challenges.

Our postgraduate programme is designed to empower you to acquire the knowledge and the skills you need to excel in your future employment. But a successful postgraduate programme must do more than turn people into marketable human resources. You will be encouraged to improve your independent analytical skills, critical thinking ability and adaptive flexibility that will be essential for citizens in positions of responsibility in the coming time of rapid socio-political change.

I invite you to make the best use of the Department's facilities and its excellent staff in order to realise your potential. If there is anything we can do to further your progress, do not hesitate to contact me in order to discuss options. As the postgraduate programme coordinator, I have the duty and pleasure to provide you with the logistical aid, communicative assistance and moral support to allow for smooth progress in your education. Ultimately, however, it is you, the postgraduate learner, who will take responsibility and show the necessary initiative to make the programme work for you. This involves, for example, learning to ask the right questions in addition to learning how to obtain answers. It is this emphasis on independent learning that distinguishes the postgraduate level from the undergraduate environment as you remember it.

The goal of this educational process is to enable you to gain the insight, judgement and maturity to take part in the design of research projects, to actively engage in them and to assess your own progress. Of course we will help you in all of those efforts by providing step-by-step support and advice. Your supervisor(s) will form the first line of support in that capacity, but other staff and myself will be happy to help as well. When you take your degree it will be the Department as a whole from which you graduate, and we take that collective responsibility seriously.

We look forward to learning with you and wish you the very best for a successful time with us.

[Professor Charles Crothers](#)  
Post Graduate Programme Leader

## **Overview of the Department's Postgraduate Programmes**

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AUT's Department of Social Sciences offers a range of postgraduate study options, providing different combinations of multi-disciplinary theoretical papers, social research methods, applied topics, and individual research.

The Postgraduate Certificate in Research and Analysis (PGCRA) programme is designed to develop the research skills of students wishing to embark on postgraduate study, especially in social science.

The Postgraduate Diploma in Arts (Social Sciences, Policy Studies, Human Services, Conflict Resolution) is designed for students who, after completion of 120 points, wish to exit early from the MA programme.

The BA (Honours) Social Sciences is a one-year full time programme combining research and theory papers, and a dissertation. It provides the most direct pathway for high achieving graduates into a PhD programme.

Four majors are available at Masters Level. The MA in Social Sciences provides an advanced programme of study in social research and policy analysis in its broadest sense. The MA in Policy Studies aims at advancing economic and social wellbeing, and emphasises on social policy analysis. The MA in Human Services provides an advanced qualification for working in managerial and policy analysis positions. The MA in Conflict Resolution is designed to provide an advanced level qualification for people working in the fields where human relationships need to be negotiated, where conflict arises and needs to be addressed, and where an in-depth understanding of conflict resolution is required.

The Master in Philosophy provides an option for interdisciplinary research and a pathway for candidates whose proposed research does not warrant a full PhD enrolment or who are wishing to consolidate their research capabilities.

A Doctor of Philosophy (PhD) degree is available through the Faculty of Applied Humanities. The PhD is a thesis-based research degree that is granted on the basis of an original and substantial contribution to knowledge. A burgeoning research culture, coupled with AUT's strong vocational focus means you enjoy the benefits of a balance between theoretical and applied approaches to the completion of a thesis.

The Department of Social Sciences has highly qualified staff with extensive teaching and research experience in social policy and social research, providing a wide choice of well-qualified supervisors for postgraduate research.

Further information on all courses available in the Department of Social Sciences can be found on [http://www.aut.ac.nz/schools/social\\_sciences/](http://www.aut.ac.nz/schools/social_sciences/)

**Dr Oksana Opara, BEcon (Hons), PhD (Moscow State University)**

**Head of Department**

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Oksana is a Senior Lecturer in the School of Social Sciences. She has a background in economics, demography and population studies. Oksana completed her Doctorate in Economics at Moscow State University, Russia in 1990. Her thesis focused on evaluation of regional programmes of population development and analysis of systems of demographic, social and economic indicators designed to measure the effectiveness of economic and social policy.

During 1992-1997 Oksana held visiting positions in women's studies and economics departments at University of Wisconsin - La Crosse and Wayne State University in Detroit, Michigan. In collaboration with the Central European Demographic Network (CEDN) Oksana co-edited the first volume of the CEDN publications "New Demographic Faces of Europe: The Changing Population Dynamics in Countries of Central and Eastern Europe", which was published by Springer in 2000. Since arriving in New Zealand in 1997 and before joining AUT in 2003 Oksana taught social research methodology papers at the University of Auckland while developing her research project on skilled migration from Russia to New Zealand. Oksana's current research interests are economic globalisation, international migration and gender; migrant entrepreneurship and economic development, women entrepreneurship, as well as settlement experiences of skilled migrants from Russia and Central and Eastern Europe in New Zealand.

**Professor Charles Crothers, BA (Hons) Waikato, PhD Victoria  
Postgraduate Programme Leader  
Professor**

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Charles Crothers is Professor of Sociology in the Department of Social Sciences after previously serving as a Professor of Sociology at the University of Natal, Durban, South Africa. Prior to this position Charles was president of the New Zealand Sociological Association and has published internationally many books and articles on sociology and the social sciences. Charles' research interests include social theory and research methodology as well as sociological studies of/within settler societies. He completed his undergraduate degree at Waikato in the first wave of their new interdisciplinary social science course. His PhD degree at VUW examined the social influences shaping choices of research topics amongst geographers and educationists.

His research interests include social science research methodology, social theory, policy and research and applied social science, the sociology of (social) knowledge and (social) science, studies in settler societies (especially New Zealand and South Africa), comparative sociology. His research since returning from South Africa has included work on Māori Urban Disparities (with the James Henare Center at AU), the Wellington Policy Establishment and its social research capabilities and performances, and the urban mosaic of Auckland.

**Dr Gabriele Schäfer, MA (Social Sciences), MA (Psychology),  
PhD (Freiburg)**

**Senior Lecturer – On Leave**

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Gabriele has a PhD in Anthropology and has conducted research on acculturation, racism, and cultural identity in New Zealand. Her research interests include those that critically examine issues of gender, power and ethnic relations. Gabriele is also interested in the social construction of couple relationships and romantic love and has done postdoctoral research in these areas. She is also a psychologist and Family Therapist who has worked with families, couples and children in several agencies in New Zealand. Gabriele has worked for four years as a psychologist/Family Therapist on a part-time basis in the Higher Ground Alcohol and Drug Rehabilitation Trust. She has conducted a research project that explored the involvement of family members in the treatment of severe drug and alcohol dependence through Multiple Family Groups.

**Dr John Buttle, BSc (Hons), MA, PhD (Bangor)**

**Senior Lecturer**

Room WT1409  
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John Buttle gained his Ph.D. in Criminology from the Centre for Comparative Criminology and Criminal Justice in the School of Social Sciences at the University of Wales, Bangor in the United Kingdom. His thesis is entitled "The Shift from Defensive to Offensive Policing: CS spray and the Use of Force". John's current research interests revolve around developing a more balanced understanding of police culture, examining what is known about rural crime and policing, gaining greater understanding of police legitimacy as well as systems of police accountability, and examining some of the unresolved paradoxes surrounding the fear of crime. John has published in the International Journal of Police Science Management as well as Policing and society. He has written reports for the New Zealand Police and National Assembly for Wales. Local politicians and human rights organisations have sought his advice and he has appeared on television and radio. John's aim is to focus Criminological insight within the cultural context of New Zealand.

**Dr Sharyn Graham Davies PhD (UWA)**

**Associate Professor – On leave Sem. 2**

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Sharyn completed her PhD in Anthropology and Asian Studies at the University of Western Australia. Her thesis, entitled 'Hunters, Wedding Mothers, and Androgynous Priests: Conceptualising Gender in South Sulawesi, Indonesia', developed an emic understanding of gender which critiqued dominant Western theories of gender. Before joining AUT, Sharyn taught a range of papers including Anthropology, Popular Culture in Asia, Engendering Culture in Southeast Asia, and Asian Studies. Sharyn also spent time researching in

Indonesia, the Netherlands, and the United Kingdom. Sharyn's academic interests centre upon notions of gender and sexuality, especially in Indonesia. Sharyn has published a number of refereed articles in journals, and she has published two book chapters: "Hunting Down Love: Performing Masculinity in Bugis Society" and "While Diving, Drink Water: Bisexual and Transgender Intersection in South Sulawesi". Sharyn is also collaborating on a research project with Muhammadiyah University in Indonesia to increase women's political participation in Indonesia.

**Keryn McDermott, BA (Otago), PostGrad. Dip. Teaching,  
PostGrad Dip. ESOL, MEd (Multicult. Studies) (New England)**

**Senior Lecturer, Certificate in Social Sciences Programme  
Leader**

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Keryn McDermott is a Senior Lecturer in the Department of Social Sciences. Her previous position was as the Manager of the Centre for Refugee Education at Mangere. Earlier roles include teacher training in China and Sri Lanka as well as development consultancies in the Solu Khumbu, Nepal. Keryn's research interests are the factors which facilitate refugee resettlement, cross-cultural research methodologies, the bilingual delivery of ESOL programmes for Beginners and best practice in Co-operative Education.

Her current work is regarding the improvement of the university's relationship with work-based supervisors in Co-operative Education, the provision of effective health services to refugees and a national survey exploring the current status of the bilingual delivery of ESOL in New Zealand's tertiary institutions.

**Dr Camille Nakhid, Ed D (Auck), Med (Hons) Auck, Dip.  
Teaching (ACE), BSc (New York)**

**Senior Lecturer**

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Camille Nakhid is from Trinidad and Tobago. She has a BSc in Chemistry from City University of New York, and completed a Diploma in Secondary Teaching in Chemistry and Mathematics, a Masters in Education Administration (Hons), and a Doctor of Education (EdD) in New Zealand.

Camille's research interests include the sociology of education, the social construction of identity, appropriate research methodologies for marginalized and minority groups, race and ethnicity, and Māori and Pasifika academic achievement. She has published in the Race, Ethnicity and Education Journal, the Journal of Negro Education and the New Zealand Journal of Educational Studies.

**Dr Cristina Parra. MSc (Uppsala) PhD (Uppsala)**

**Senior Lecturer, BA (Psychology) Programme Leader**

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Cristina has an MSc in Psychology and a PhD in Clinical Psychology from Uppsala University in Sweden. The focus of her PhD was social anxiety, which led her to theories regarding the activation of social defence systems, the establishment of social hierarchies and social identity development. Her current research interests include the consequences of racial discrimination, the resolution of culture conflict in second generation immigrants, and the development of ethnic and national identities. She enjoys teaching and, in particular, introducing people to the scientific study of human mental life, and of the relations of humans to each other and to the environment: psychology.

**Dr Evan Poata-Smith BA (Hons), MA, PhD (Otago)  
Te Rarawa/Ngati Kahu**

**Senior Lecturer – on leave semester 2**

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Extension 8503  
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Evan is a Senior Lecturer in the School of Social Sciences. He has a background in political science and sociology and for the past six years has taught courses in ethnic relations and the sociology of music in the School of Sociology and Anthropology at the University of Canterbury. He also has public policy experience having been employed as a policy analyst in the Māori unit at the Ministry of Education in Wellington for two years.

Evan's published work focuses on the Treaty of Waitangi settlement process and Māori protest politics. His doctoral thesis provided an analysis of contemporary Māori protest politics and the struggle for tino rangatiratanga in the years from 1968 to 1995.

Evan's current Research Interests are in Identity politics, social inequalities, racism, ethnicity, immigration, research and indigenous peoples, Māori politics and anti-racist movements.

Evan has been involved in post graduate supervision of research at the doctoral and MA thesis levels on a range of topics. He welcomes discussion with intending research students, especially in the fields of ethnic politics and social inequalities.

**Dr Jane Verbitsky, BA, MA (Hons), PhD (Auckland)  
GradDipBusStuds (Dispute Resolution) (Massey),  
CertTEFOL (AUT)**

**Senior Lecturer**

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Jane's background is in politics and conflict resolution. She teaches primarily in the areas of international relations and regional studies, and conflict resolution. Her research interests focus on: refugee policy; the rights/security nexus in the context of forced migrations; justice

institutions and processes; and contemporary notions of security and their applicability to conflict resolution.

**Dr Robert Webb, BA, MA (Hons), PhD (Auckland)**  
**Programme Leader for BA Social Sciences, BA Criminology,**  
**BA Conflict Resolution, and Certificate in Conflict**  
**Resolution.**



**Senior Lecturer – on leave semester 1**

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Robert has a background in sociology and criminology, and has previously taught in the School of Communication Studies at AUT, and the Department of Sociology at the University of Auckland. His research interests include Māori criminology and sociology. He has explored the development of criminal justice policies for Māori, and examined Māori criminogenic needs and risk factors. He is currently researching Māori attitudes to organ donation. Robert is a Co-Editor of the New Zealand Sociology Journal.

**Kathleen (Kate) Margaret Nicholls BA, MA (Hons) (Auckland) PhD (University of Notre Dame: Indiana)**

Kate's teaching interests include Comparative politics; political sociology; policy studies; qualitative methodology; comparative political economy; democratisation; state-society relations; political ideologies; Australian and New Zealand politics; Southern European politics; Latin American (especially South American) politics.

**Antje Deckert King LL.M. (Wellington) PhD (European University Viadrina Frankfurt (Oder), Germany)**

Antje's Interests include the Sociology of criminal law and punishment; prison and race; the role of the media in the criminological context; indigenous as offenders and victims in the media; research and society; research in the media.

**Dr C. Erik Landhuis BA, PhD (Auckland)**  
**Lecturer in Psychology**

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Extension 6645  
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Erik's main research interests include:

- the role of emotions, emotional expression, and psychological health in the development and progression of physical disease
- the role of psychological factors in the development and progression of atopic disease
- the role of modifiable behaviours in the onset and progression of obesity
- the importance of sleep as a health behaviour

## **Contacts in the Department of Social Sciences**

Professor Charles Crothers (Postgraduate Programme Leader)  
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Dr. Oksana Opara (Head of Department of Social Sciences)  
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Mirella Soratroi (School Registrar, Department of Social Sciences)  
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Helen Xue (Programme Administrator, Department of Social Sciences)  
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## **Contacts in other Faculties/Schools**

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### **Faculty of Business**

Eathar Abdul-Ghani (Postgraduate Office Manager)  
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### **Institute of Public Policy**

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### **Te Ara Poutama**

Michelle Robin (Administration Assistant to the PVC Maori Advancement)  
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### **School of Public Health and Psychological Studies**

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## **Postgraduate Timetable**

All subject to change based on student enrolments. Papers will run only if there are sufficient students who have enrolled. Where there are only 1 or 2 students the Department is prepared to offer some papers in 'Reading paper' format in which there will be only a few class meetings and the student will work through the teaching material as part of their independent study.

### **Semester 1 2011**

<b>CODE</b>	<b>PAPER</b>	<b>DAY/TIME/ROOM</b>	<b>TAUGHT BY</b>	<b>Details</b>
289702/01	Social Research Design & Analysis	M 4-6 WT505 & Thu 4-6 WT606	Team	30pt
288510/01	Advanced Social Theory(FY)	Wed 4-6 pm WT505	Charles Crothers & Janet Holmes	30 pt
108006 /01	Reading Paper	Individual Study	Team	15 pt
289100/01	Ethics and Social Justice	Mon 2-4 pm WT604	Team	15pt
288502 /01	Qualitative Research Methods	On-line	Sharyn Graham-Davies	15pt
289706/01	Refugees and Displaced Person	March: 15 and 30, April: 13, 27 May: 4, 18, June 01, 15 1-5:30pm Room WZ103 350 Queen Street	Love Chile/Keryn McDermott	30pt
288600/01	Policy Research and Evaluation	Tue 5-7pm WT704	Charles Crothers	15pt

### **Semester 2 2011 (TBC)**

288510/01	Advanced Social Theory(FY)	Wed 4-6 pm WT606	Kate, Nicholls, Camille Nahkid	30 pt
289701/02	Special Topic in Social Science: Criminology	Thu 2-4 pm	John Buttle	15pt
289703/02	Managing Human Relations	Tue 4-6pm WT504	TBA	30 pt
289702/02	Social Research Design & Analysis	Mon & Thu 4-6pm WT605	Team	30pt
288601/02	Social Policy	Wed 6-8pm WT504	Team	15pt
288602/02	Applied Economics and Finance	Wednesday 5-7pm WT504	TBA	15pt
288501/02	Quantitative Research Methods	Tuesday 4-6pm (WT605)	Charles Crothers	15pt
288700/02	Human Services Organisations	Mon 2-4 pm (Rm TBC) or Mon 6-8 pm (WT504)	Charles Crothers	15pt
108006 /02	Reading Paper	Individual Study	Team	15 pt

# **Structures Of The Postgraduate Programmes 2011**

**Postgraduate Certificate in Arts (AK1004)  
(Social Sciences, Policy Studies, Human Services, Conflict Resolution)**

**Postgraduate Diploma in Arts (AK3740)  
(Social Sciences, Policy Studies, Human Services, Conflict Resolution)**

**BA (Honours) Social Sciences (AK3696)**

**Master of Arts (Social Sciences) (AK3689)**

**Master of Arts (Policy Studies) (AK3689)**

**Master of Arts (Human Services) (AK3689)**

**Master of Arts (Conflict Resolution) (AK3689)**

**Master of Philosophy (AK3720)**

**Doctor of Philosophy (AK3518)**

### **Postgraduate Diploma in Arts (AK3740)**

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To qualify for a Postgraduate Diploma in Arts, a student must achieve 120 points by completing the requirements for the core papers listed under the Master of Arts (Social Sciences, Policy Studies, Human Services, or Conflict Resolution).

After completion of 120 points, the equivalent of the first year of a Master's course, students not wishing to continue with the thesis or dissertation with a site based research project may exit early from the MA programme and apply to graduate with the Postgraduate Diploma in Arts in the relevant major.

### **Postgraduate Certificate in Arts (AK1004)**

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To qualify for a Postgraduate Certificate in Arts, a student must achieve 60 points from the core papers listed under the Master of Arts (Social Sciences, Policy Studies, Human Services, or Conflict Resolution).

## BA (Honours) Social Sciences (AK3696)

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The BA (Honours) is a one-year postgraduate degree (120 points) for high achieving students whose academic capabilities and potential would be well served by concentrating on research-based study with the possibility of going on to doctoral research.

There is provision for the dissertation to be undertaken overseas, normally with a university with which AUT has established links. Application for undertaking an overseas research placement is made by way of a written proposal submitted at the time of application to the relevant BA (Honours) degree. All applications will be considered in the context of the Faculty's partner universities and institutes overseas being appropriate or being able to offer a placement relevant to the proposed research project.

### Entry Requirements:

- Bachelors degree in Social Sciences with a B+ average or better in modules at Level 7 or equivalent.
- Other Bachelors degrees including major studies in social science such as sociology, political science or psychology will also be acceptable.
- IELTS requirement: 6.5 overall, with minimum of 7 in the Writing component and not less than 6.0 in each other band.

### Structure of the BA (Honours)

The first semester of the programme comprises *60 points of coursework papers*.

Students must complete *30 points* from:

#### **Research Methodology Papers**

289702	Social Research Design and Analysis	30 pts
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**AND** 30 points from:

#### **Social Sciences Papers**

288601	Social Policy	15 pts
288600	Policy Research and Evaluation	15 pts
288602	Applied Economics and Finance	15 pts
288700	Human Services Organisations	15 pts
288701	Principles of Assessment and Intervention	15 pts
288702	Individual and Cultural Factors in Human Services Practice	15 pts
288510	Advanced Social Theory	30 pts
289704	Gender Studies	15 pts
289706	Refugees & Displaced Persons	30 pts
	Other Papers from Policy Studies, Social Sciences or Conflict Resolution Majors with the permission of the Programme Leader	

The second semester comprises of only a *60 points Honours Dissertation* (an independent scholarly research – 118403).

## Master of Arts (Social Sciences) (AK3689)

The Master of Arts (Social Sciences) is designed to help fulfil a growing need for graduates who are able to apply a multi-disciplinary approach with strong research skills to a wide range of policy issues at local body, national, international and organisational levels. The Master of Arts (Social Sciences) extends educational opportunities for graduates from social science disciplines, and other undergraduate programmes.

### Entry Requirements:

- Relevant Bachelors degree with a B pass average or better in final year BA papers at Level 7 or equivalent. Relevant degrees could be: BA (Social Sciences), or other Bachelors degree including major studies in a social science such as sociology, political science or psychology.
- A Bachelors degree with Honours.
- Professional qualification in a relevant discipline that is recognised by the University as equivalent to an undergraduate degree
- International students are required to have an IELTS of 6.5 overall (with a minimum of 7.0 in the Writing Component and 6.0 in each other band), or recognised equivalent.

## Structure of MA in Social Sciences (240 points)

### YEAR ONE

#### **Research Methodology Papers**

30 Points from:

289702	Social Research Design and Analysis	30 pts
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#### **Social Science Major Papers**

**AND** 30 Points from:

288510	Advanced Social Theory	30 pts
<i>Or 30 points from Research Methodology papers not already completed</i>		

#### **Optional Papers**

**AND** 45 Points from:

288600	Policy Research and Evaluation	15 pts
288501	Qualitative Research Methods and Analysis	15 pts
288502	Quantitative Research Methods and Analysis	15 pts
108006/11	Reading Paper	15 pts
288510	Advanced Social Theory	30 pts
918402	Tangata Pasifika: The New Peoples of the Pacific (run by Te Ara Poutama)	15 pts
918403	The Learning Organisation (run by Te Ara Poutama)	15 pts
948412	Programme Management (run by Te Ara Poutama)	15 pts
948413	Development Theory and Practice (run by Te Ara Poutama)	15 pts
289701	Special Topic in the Social Sciences	15 pts
<i>Or from Human Services, Social Policy or Conflict Resolution Major papers, Research Methodology papers not already completed (above)</i>		

#### **Elective Paper**

**AND** 15 points from:

Any of the above papers mentioned but Not Already Completed or any other Level 8 paper approved by the Board of Studies.

### YEAR TWO

120 Points from either:

108001	MA Thesis	120 pts
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**OR**

108003	MA Dissertation	60 pts
108005	Site Based Research Project	60 pts

## **Master of Arts (Policy Studies) (AK3689)**

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As an interdisciplinary subject, Policy Studies is associated with programmes and policies aimed at advancing economic and social wellbeing. Health, education, justice, housing and welfare encompass a wide range of programmes that are collectively referred to as public policy, with programme delivery involving the agencies of Government (central and local), the voluntary sector and private organisations.

### **What This Programme Covers**

The applied nature of the programme prepares graduates to work in a range of policy environments where a comprehensive and theoretically sophisticated knowledge of the field is desirable.

### **Papers**

The first year of the programme consists of taught papers, while the second year comprises either a 120- point thesis or a combination of a 60-point dissertation and a 60-point site-specific research project (an applied project within an approved organisation). The Policy Studies major includes:

- at least one paper of research methods,
- at least one paper on public and/or social policy, theory and analysis of social policy,
- at least one paper on applied economics,
- and electives from other masters courses.

### **Core Papers**

- Public Policy and/or Social Policy
- Applied Economics and Finance or Institutions, Markets and Economic Policy
- Social Research Design and Analysis or Policy Research and Evaluation or Community Research Methods – An Indigenous Perspective

### **Career Opportunities**

- Policy analysis
- Local government
- Community organisations
- Human services organisations
- Public services, such as Immigration, Internal Affairs
- Programme development and evaluation
- Programme management

### **Entry Requirements:**

- Relevant Bachelors degree with a B pass average or better in final year BA papers at Level 7 or equivalent. Relevant degrees could be: BA (Social Sciences), or other Bachelors degree including major studies in a social science such as sociology, political science or psychology.
- A Bachelors degree with Honours.
- Professional qualification in a relevant discipline that is recognised by the University as equivalent to an undergraduate degree
- International students are required to have an IELTS of 6.5 overall (with a minimum of 7.0 in the Writing Component and 6.0 in each other band), or recognised equivalent.

## Structure of MA in Policy Studies (240 points)

### YEAR ONE

A Student must complete a minimum of 15 points from

288601	Social Policy	15 pts
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AND up to 30 Points from:

289702	Social Research Design and Analysis	30 pts
288600	Policy Research and Evaluation	15 pts
948410	Community Research Methods – An Indigenous Perspective (run by Te Ara Poutama)	30 pts
<i>Or other appropriate research methods paper(s) approved by the Board of Studies.</i>		

AND at least 15 points from

288602	Applied Economics and Finance	15 pts
378006	Institutions, Markets and Economics Policy (run by the Faculty of Business)	30 pts
<i>And/Or other appropriate economics paper(s) approved by the Board of Studies</i>		

AND papers to complete a total of 120 points from elsewhere in this table, OR from:

469016	International and Comparative Employment Relations (run by the Faculty of Business)	30 pts
589304	Community Environmental Health (run by the School of Public Health and Psychological Studies)	20 Pts
<i>Or from other approved public and/or social policy papers at Level 9.</i>		

### YEAR TWO

120 Points from either:

108001	MA Thesis	120 pts
<b>OR</b>		
108003	MA Dissertation	60 pts
108005	Site Based Research Project	60 pts

## **Master of Arts (Human Services) (AK3689)**

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The term Human Services refers to the full range of organisations that provide support services to individuals, families, and communities, including services to business, education, health, housing, justice, policing and social welfare. It includes both social services with a primarily remedial function, and services with a prevention and/or a community development focus, as well as to those services delivered by non-government agencies.

The MA in Human Services is designed to provide an appropriate advanced level qualification for human services personnel working in (or seeking work in) managerial and/or policy analysis positions. The MA in Human Services will provide an advanced body of knowledge and research regarding human services, including social policies relevant to human services, organisational and management issues as they relate to human services, and an understanding of the theoretical and research basis of the range of skills provided by human services practitioners.

The MA in Human Services (MA-HS) is designed for those graduates who want mastery (both in terms of knowledge and skills) in order to work in the human services. There are many graduates who would choose to work in the human services after completing an undergraduate degree but they would like to acquire the requisite knowledge and skills without committing themselves to a particular profession or occupational group. The core programme will provide background knowledge on the human services (both in terms of individual and social development) and in understanding the policy context in which human services are delivered. A strong research component will be maintained and candidates will be expected to undertake a fieldwork placement which is designed to promote the integration of theory and practice

Graduates of the MA in Human Services will have strong academic and practice credentials to work in a wide range of human services from the provision of frontline services with various populations and groups to human resource management including the supervision of agencies and programmes. By providing a generic degree at the master's level, graduates will be capable of operating across a number of human service populations and fields in the public, private and voluntary sectors.

Graduates of the MA in Human Services will be able to display mastery in the assessment, provision and evaluation of human services. They will have the theoretical and technical skills to provide services that enhance the capacities of those individuals, groups or communities with whom they are working. The knowledge base will ensure that graduates are able to work across different populations and groups with the technical ability to provide developmental, remedial or rehabilitative services.

### **Entry Requirements:**

- Relevant Bachelors degree with a B pass average or better in final year BA papers at Level 7 or equivalent. Relevant degrees could be: BA (Social Sciences), or other Bachelors degree including major studies in a social science such as sociology, political science or psychology.
- A Bachelors degree with Honours.
- Professional qualification in a relevant discipline that is recognised by the University as equivalent to an undergraduate degree
- International students are required to have an IELTS of 6.5 overall (with a minimum of 7.0 in the Writing Component and 6.0 in each other band), or recognised equivalent.

## Structure of MA in Human Services (240 points)

### YEAR ONE

#### **Research Methodology Papers**

30 Points from:

289702	Social Research Design and Analysis	30 pts
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#### **Human Services Major Papers**

AND 45 Points from:

288700	Human Services Organisations	15 pts
288701	Principles of Assessment and Intervention	15 pts
288702	Individual and Cultural Factors in Human Services Practice	15 pts
289703	Understanding the Management of Human Relationships	30 pts
289706	Refugees and Displaced Persons	30 pts
468008	Advanced Strategic Management (run by the Faculty of Business)	30 pts
468012	Advanced Operations Performance (run by the Faculty of Business)	30 pts

#### **Optional Papers**

AND 30 Points from:

288600	Policy Research and Evaluation	15 pts
288501	Qualitative Research Methods and Analysis	15 pts
288502	Quantitative Research Methods and Analysis	15 pts
108006	Reading Paper	15 pts
108007	Critical Perspectives in Arts	15 pts
288510	Advanced Social Theory	30 pts
289704	Gender Studies	15 pts
289705	Conflict Resolution	30 pts
918402	Tangata Pasifika: The New Peoples of the Pacific (run by Te Ara Poutama)	15 pts
918403	The Learning Organisation (run by Te Ara Poutama)	15 pts
948412	Programme Management (run by Te Ara Poutama)	15 pts
948413	Development Theory and Practice (run by Te Ara Poutama)	15 pts
289701	Special Topic in the Social Sciences	15 pts

*Or from Human Services, Social Sciences or Conflict Resolution Major papers or Research Methodology papers not already completed ( see above)*

#### **Elective Paper**

AND 15 points from:

Any of the above papers mentioned but Not Already Completed or any other Level 8 paper approved by the Board of Studies.

### YEAR TWO

120 Points from either:

108001	MA Thesis	120 pts
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OR

108003	MA Dissertation	60 pts
108005	Site Based Research Project	60 pts

## Master of Arts (Conflict Resolution) (AK3689)

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These are inter-disciplinary programmes which are reflected in the staff responsible for the programmes, and the variety of papers which are offered.

### What Is Conflict Resolution?

Conflict Resolution is an umbrella term for a vast range of methods and approaches for dealing with conflict: from negotiation to diplomacy, from mediation to arbitration, from facilitation to adjudication, from conciliation to conflict 'prevention', from conflict management to conflict transformation, from restorative justice to peace-keeping.

Conflict Resolution is applicable over the whole spectrum of societal relationships, usually referred to as the three levels of 'the personal, the local or the community, and the global'.

Conflict Resolution can be located in a number of different disciplines including psychology, ethics, international relations, sociology, communications, politics, business and the law.

### Why Study Conflict Resolution?

The programme is designed to provide an advanced level qualification for people working in the fields where human relationships need to be negotiated, where conflict arises and needs to be addressed, and where an in-depth understanding of conflict resolution is required. Conflict resolution approaches such as negotiation, facilitation, mediation, arbitration, therapy are useful for fields such as business, teaching, government and the human services, and form the basis for the professional practice in numerous fields such as family and drug therapy, restorative justice, peace-making, peace-keeping and peace-building, and alternative dispute resolution (ADR) used in the legal and business settings. The Peace and World Security Studies (PAWSS) Programme activity codes suggest that the four main categories of graduate careers activity are: research; activism and lobbying; public education; and development work, intervention and relief services.

Conflict Resolution can also provide useful practical skills in any personal, professional or international setting. A number of reports from government and related agencies in recent years have made clear that Conflict Resolution is increasingly seen by the Ministry of Justice as an efficient, effective, and economically attractive, "healing" and culturally responsive alternative to traditional court-based, legal models for settling disputes.

Internationally, the employment opportunities for Conflict Resolution graduates are rapidly expanding.

### Entry Requirements:

- A bachelor's degree \*
- A graduate diploma \*
- A recognised professional qualification in a relevant discipline
- Evidence of relevant professional experience.
- \* These qualifications must also meet the grade requirements as set out in the Academic Calendar.

## Structure of MA in Conflict Resolution (240 points)

### YEAR ONE

*You must complete all of the following (105 points)*

:

289705	Conflict Resolution: Theories, Models, Concepts and Processes	30 pts
288100	Ethics and Social Justice	15 pts
289703	Understanding the Management of Human Relationships	30 pts
289702	Social Research Design and Analysis	30 pts

**And 15 points from the following**

108200	Restorative Justice in Aotearoa	15 pts
108006	Reading Paper	15 pts
289706	Refugees and Displaced Persons	30 pts
289704	Gender Studies	15 pts
918402	Tangata Pasifika: The New Peoples of the Pacific (run by Te Ara Poutama)	15 pts
Or Other Level 8 or 9 papers in Social Sciences ( refer to the Department of Social Sciences Postgraduate Handbook 2009)		

**YEAR TWO**

**120 points from**

108003	MA Dissertation	60 pts
108005	Site Based Research Project	60 pts
<b>OR</b>		
108001	MA Thesis	120 pts

## **Master of Philosophy (AK3720)**

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The Master of Philosophy provides an option for interdisciplinary research of an applied or professional nature. Where there is no appropriate Masters degree available, it will provide a pathway for candidates whose proposed research does not warrant a full PhD enrolment or who are wishing to consolidate their research capabilities.

Thus the MPhil is a one-year research only masters degree which allows for a high level of cross-disciplinary research.

### **Structure of the Programme**

Students are required to complete a 120 point thesis paper.

This programme is governed by the Doctoral Studies Board. Applications for this programme must include a thesis proposal. Form PG1 should be used and can be downloaded from: [http://www.aut.ac.nz/postgraduate/forms\\_and\\_handbooks.htm](http://www.aut.ac.nz/postgraduate/forms_and_handbooks.htm)

### **Career Pathways**

Graduates of the MPhil will have increased employability due to their exposure to an intensive research culture. Potential employment opportunities exist in industries relevant to the research undertaken. Some MPhil graduates may choose to proceed with doctoral studies.

## **Doctor of Philosophy (AK 3518)**

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Upon completion of the BA (Honours) or Master of Arts, interested students may apply to enter the doctoral programme. The PhD is a thesis based research degree that is granted on the basis of an original and substantial contribution to knowledge. With the burgeoning applied and theoretical research culture, AUT doctorates can be interdisciplinary or even interfaculty, depending on the topic, the approach and the supervisors.

Entry to the doctoral programme is entirely at the University's discretion, depending upon the ability of the individual student, the suitability of the topic chosen and the availability of supervisors. Applicants are required to have either a Masters degree with Honours or a Bachelor's degree with Honours in a discipline which is appropriate to the applicant's proposed research. (Students with less than a B average for their Masters or Honours papers are unlikely to be considered)

- The degree must have been gained at the standard of first or second-class Honours from a New Zealand tertiary institution or equivalent.
- The degree must also show evidence of advanced learning in research, the execution of a research project and the writing of a report on that research.

If you are interested in entering the doctoral programme, or for further information about the doctoral studies, please contact Sarah Lee on (09) 921 9999 ext 8481 at the Faculty of Applied Humanities Office. Also check out our website: <http://www.aut.ac.nz/postgraduate/>

## **Paper Descriptors 2011**

**Social Research Design and Analysis**  
**Qualitative Research Methods & Analysis**  
**Quantitative Research Methods & Analysis**  
**Policy Research & Evaluation**  
**Social Policy**  
**Human Services Organisations**  
**Principles of Assessment and Intervention**  
**Individual and Cultural Factors in Human Services Practice**  
**Understanding the Management of Human Relationships**  
**Applied Economics & Finance**  
**Critical Issues in Gender Studies**  
**Advanced Social Theory & Contemporary Issues**  
**Refugees & Displaced Persons**  
**Conflict Resolution: Theories, Models, Concepts and Processes**  
**Ethics and Social Justice**  
**Special Issue Paper**  
**Reading Paper**  
**Honours Dissertation**  
**Site Based Research Project**  
**MA Dissertation**

## Social Research Design And Analysis (289702)

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Code 289702	Level 8	Prerequisites nil	Class contact hours 60 hrs
	Points 30	Corequisites nil	Self directed learning 240 hrs

This paper reviews the theoretical basis for designing the data-collection and data-analysis phases of social research projects, and provides basic skills in carrying out these tasks, including some practice in design and analysis with appropriate skill exercises and computer programs. The basics of the paper are set within consideration of the wider aspects of social science research methodology including such issues as cultural sensitivity, funding, and the political context of research. While the paper takes a generic social science wide approach there is also opportunity for more specific areas to be explored in more depth.

### Content

- Types of Research, The Research Cycle
- Theoretical approaches underlying the array of research methods ( e.g. positivism/empiricism grounded theory, phenomenology, ethnography, action/participatory research, critical realism etc.)
- Ethics: facilitating confidence and understanding of ethical issues in social science research
- Bi- and multicultural research issues: e.g. the ethics and opportunities and concerns arising with collaborative projects
- Designing studies (experimental, cross-sectional, longitudinal etc)
- Sample designs, Sampling and recruitment
- Data collection methods (including questionnaires, in-depth interviews, focus groups, participant observation, document analysis, oral histories, and archival research)
- Field work Management: managing a research project, data storage, computer software packages, abstracting, and field notes
- Enhancing validity and reliability of the data-collection process
- Data preparation: handling texts in computers, developing a coding framework, coding
- Using SPSS/nvivo: setting up and 'cleaning' datafiles; running procedures
- Data analysis: building theory, and synthesising data into theoretical context
- Content analysis and discourse analysis (including Computer assistance)
- Categorical methods in tabular analysis, Chi-square
- Selecting statistical analyses according to types of research design
- Principles of statistical hypothesis testing, including sampling distributions of statistics, the normal distribution, framing the research and null hypotheses, levels of statistical significance, one and two-tailed tests, type I and type II errors.
- Interpreting results and presenting results in reports, including presentational skills
- Writing up research: writing results, research dissemination, including technical reports and peer presentations
- Developing a research proposal

### Learning Outcomes

- Identify and distinguish key features of alternative theoretical approaches to research (including relevant issues of epistemology, ontology, and methodology)
- Identify and discuss ethical issues in the conduct of research
- Critically discuss the political and cultural issues involved in research
- Recognise the key features of various research designs
- Understand the principles of sampling, and the strengths and weaknesses of common sampling methods
- Undertake basic methods of qualitative and quantitative data collection (including interviewing and observation)

- Understand the principles of questionnaire design, and construct a questionnaire or guide
- Undertake basic methods of qualitative and quantitative analysis
- Understand, evaluate (or critique) published research studies
- Prepare a research proposal
- Give an effective oral presentation

### **Assessment Methods**

Review of two published articles.  
One interview and analysis assignment.  
One statistical data analysis assignment.  
Oral Presentation.  
Research Proposal.

### **Learning Resources**

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturing team.

## Qualitative Research Methods And Analysis (288501)

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Code 288501	Level 8	Prerequisites nil	Class contact hours nil
	Points 15	Corequisites nil	Self directed learning 140 hrs

### Content

This paper develops a strong grounding in both the theory and application of qualitative methodologies that are relevant to conducting research within the disciplines of the social sciences. The following topics are covered:

- Qualitative research: theory and paradigms (including grounded theory, phenomenology, ethnography, participatory research)
- Designing a qualitative research study
- Sampling and recruitment
- Developing a research proposal
- Ethics: facilitating confidence and understanding of ethical issues in social science research
- Bi- and multicultural research issues: the ethics and appropriation of collaborative projects
- Data collection methods including in depth interviews, focus groups, participant observation, and document analysis
- Data preparation: managing a research project, data storage, computer software packages, abstracting, and field notes
- Data analysis: developing a coding framework, coding, building theory, and synthesising data into theoretical context
- Content analysis and discourse analysis
- Writing up research: writing results, research dissemination, including technical reports and peer reviewed oral and visual presentations
- Enhancing validity and reliability of research process and analysis

### Learning Outcomes

- Articulate and critique fundamental premises and unique elements (including epistemology and methodology of qualitative approaches to research within the contexts of social sciences)
- Critically appraise qualitative research with particular reference to ethical, cultural, and legal issues
- Critically appraise a range of qualitative research methods and strategies including interview, observation schedule (theme lists), focus groups, archival and documents analysis, sampling strategies and coding frameworks
- Present a research proposal in PowerPoint presentation

### Learning and Teaching Strategies

This paper will be taught by on-line teaching, which provides guidance in self-directed learning. There will be some optional face-to-face sessions.

### Assessment Methods

One essay (consisting of two parts)

Quiz

One reflective journal

PowerPoint presentation

### Learning Resources

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Quantitative Research Methods And Analysis (288502)

Code 288502	Level 8	Prerequisites nil	Class contact hours 39
	Points 15	Corequisites nil	Self directed learning 111 hrs

This paper reviews the theoretical basis of basic statistical methods used to describe data and test hypotheses. The appropriate use of a variety of more advanced statistical techniques is reviewed. The implementation of these methods using SPSS is described. The choice of statistical analysis will be presented as a central aspect of research design.

### Content

- Selecting statistical analyses according to types of research design
- Principles of statistical hypothesis testing, including sampling distributions of statistics, the normal distribution, framing the research and null hypotheses, levels of statistical significance, one and two-tailed tests type I and type II errors.
- The t-test for one or two samples, independent and related samples
- Analysis of variance for one and two factors, independent and related groups
- Multivariate Analysis of variance for multiple dependent variables
- Use of nonparametric tests such as Mann-Whitney U, Wilcoxin tests
- Using SPSS: setting up data files; testing assumptions; running statistical procedures
- Correlation and regression, multiple regressions
- Chi-square, advanced categorical methods
- Factor analysis and structural equations
- Interpreting results and presenting statistical results in reports
- Limitations of null hypothesis testing

### Learning outcomes

- Understand the basic principles of inferential statistics, including null hypothesis testing, probability, and sampling distributions, using z and t-tests as examples
- Select and apply appropriate statistical techniques for co-relational designs, including correlation coefficients, Chi-square, regression and multiple regression, factor analysis and structural equation modelling
- Select and apply appropriate statistical techniques for experimental designs, including t-tests, Analysis of Variance (ANOVA) and Multivariate analysis of variance (MANOVA)
- Know how to test for the assumptions underlying parametric statistical tests, and when to use alternatives, such as non-parametric tests
- Appreciate some limitations of null hypothesis testing, and current trends towards alternative methods of reporting, including effect sizes and confidence intervals
- Know how to interpret results of statistical procedures and to present them appropriately in a research report

### Learning and Teaching Strategies

This paper will be available in two study modes. In the on-campus mode, there will be regular lecture/tutorial sessions. It will also be available by on-line delivery. Students taking this paper will have the option of also attending face-to-face sessions.

### Assessment

Two statistical analysis assignments  
Final examination

### Learning Resources

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Policy Research and Evaluation (288600)

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Code 288600	Level 8	Prerequisites nil	Class contact hours 30
	Points 15	Corequisites nil	Self directed learning 120

An examination of policy research and evaluation as applied to major areas of social policy. Various research methods and traditions will be examined using a wide range of techniques from case studies to computer-based modelling.

### Learning Outcomes and Assessment Criteria

- Compare different scientific traditions in examining policy processes and outcomes
- Understand the various models used in the evaluation of social policy/programmes
- Appreciate the value of grounding evaluation/policy research in empirical studies
- Acquire advanced skills in the use of evaluation models and applied social research
- Describe the main principles used in the deployment of evaluation/applied research
- Critically analyse the advantages and disadvantages of programme evaluation and applied social research with particular emphasis on policy processes and outcomes

*Students will be assessed by their ability to:*

- Review and assess research evidence assembled in evaluating policies and programmes
- Demonstrate basic skills in evaluation/applied social research techniques
- Contrast alternative theoretical perspectives underlying different forms of evaluation
- Apply critical assessments of the various models used in the evaluation of programmes and in the application of social research to policy issues and outcomes

### Learning and Teaching Strategies

The paper is designed to provide candidates with advanced knowledge and skills in applied research and evaluation by means of:

- a 'hands-on' approach to the evaluation of social policies and programmes
- computer-based exercises
- the application of evaluation techniques
- the development of forecasting scenarios

### Assessment methods

- Critical review of an existing evaluation/social research report (1500 words)
- Library research and assessment of a selected methodological issue in policy evaluation or a given area of applied social research (1500 words)
- Involvement in an evaluation exercise culminating in a report assessing the field of investigation (2000 word equivalent)

### Learning Resources:

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Social Policy (288601)

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Code 288601	Level 8	Prerequisites nil	Class contact hours 30
	Points 15	Corequisites nil	Self directed learning 120

This paper will provide a critical and comparative examination of social policy with particular emphasis on political economy, the policy process and the changing parameters of the market economy, government and civil society

### Learning Outcomes

Analyse and discuss policy trends and practices at an advanced level. Participants should be able to recognise and critique the foundations and assumptions upon which particular policies are based, and they should be capable of framing sophisticated policy alternatives.

### Assessment Criteria

- Critically analyse social policy from alternative theoretical perspectives
- Understand different scientific traditions and the impact of these traditions on social policy processes and outcomes
- Demonstrate an ability to evaluate policy initiatives in a particular field such as health, housing, education, social security, justice, or family policy
- Display technical skills in the presentation of policy reports both in oral and written forms

### Learning and Teaching Strategies

The course is designed to engage candidates in a dynamic way using a combination of workshops, seminars, panel discussions and lectures. Whilst lectures and discussions will feature in the first part of the year, the second half of the course will be dominated by workshops, seminar presentations and written reports.

### Learning Resources:

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Human Services Organisations (288700)

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Code 288700	Level 8	Prerequisites nil	Class contact hours 30
	Points 15	Corequisites nil	Self directed learning 120

### Overview

This module critically examines the operation, behaviour and management of organisations in contemporary societies. It combines theoretically sophisticated understandings with advanced practical skills to enable practitioners to operate at a high professional and managerial level in human services organisations. Particular emphasis will be placed on examining human service organisations and practices that enhance the capacities of individuals, groups and communities.

### Learning outcomes and Assessment criteria

On completion of this subject students should be able to:

- Critically evaluate key features of human service organisational settings including organisational structure and culture, leadership, work motivation and job satisfaction
- Demonstrate the advanced application of knowledge from organisational studies in achieving change in human service contexts
- Comprehensively apply salient principles of organisational design, change managements, personnel assessment, selection, training, development and performance evaluation to human services settings

Students will be assessed on their ability to:

- Rigorously compare and contrast human service with other types of organisations
- Analyse and identify the key features used to evaluate organisational settings
- Design effective training programmes that incorporate appropriate principles from organisational studies
- Scrutinise and apply assessment and evaluation methods appropriate to human service organisations
- Critically review research relevant to specific human service organisational issues

### Content

*Organisational behaviour:* organisational structure and change, organisational culture, leadership and supervision, job satisfaction, work motivation, burnout.

*Personnel psychology:* assessment, training, development, performance evaluation.

### Assessment

Assessment report (application of an organisational assessment and a report on the findings - approximately 3,000 words).

Training session design (design, preparation, and presentation of a training session - approximately half an hour).

### Learning resources

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Principles of Assessment and Intervention (288701)

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Code 288701	Level 8	Prerequisites nil	Class contact hours 30
	Points 15	Corequisites nil	Self directed learning 120

### Overview

This module will provide a critical overview of the theory and practice of assessment and intervention in the lives of individuals, groups, families and communities.

### Learning outcomes and Assessment criteria

Upon successful completion of this module the student will be able to:

- Compare different theoretical bases of intervention applicable in the human services
- Appreciate the value of grounding intervention approaches in scientific research
- Understand the use of different counselling techniques.
- Describe the main principles of psychological and social assessment
- Review the advantages and disadvantages of the use of psychological tests and social measures in a human services context.

Students will be assessed on their ability to:

- Review and assess research evidence about intervention processes and outcomes
- Demonstrate understanding of different counselling techniques.
- Contrast the theoretical perspectives underlying different types of interventions
- Critically evaluate the advantages and disadvantages of the use of psychological tests and social measures in a human services context.

### Content

- Theories of counselling, mediation and intervention.
- Interviewing techniques, (assessment, follow-up interviews and interventions, closure).
- Research evaluation of therapies.
- Basic counselling techniques: eg. micro-counselling techniques (attending skills, nonverbal communication and attending skills, questioning, paraphrasing, focusing on feelings, disclosing your own feelings, confrontation, summarising), systems theory, family therapy, and cognitive behavioural and behavioural therapy.
- Principles of assessment; reliability and validity, types of tests.
- Issues in the application of psychological tests and social measures.

### Learning and teaching strategies

Classroom based sessions

Practical workshops

Role plays

### Assessment methods

Seminars (approximately 30 minutes)

Essay (approximately 2,500 words)

Research review (approximately 2,500 words)

### Learning resources

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Individual and Cultural Factors in Human Services Practice (288702)

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Code 288702	Level 8	Prerequisites nil	Class contact hours 30
	Points 15	Corequisites nil	Self directed learning 120

### Overview

This module will provide a comprehensive understanding of the individual and cultural factors that influence practice in the human services. It will encompass behavioural problems linked to different stages in human development and to social and cultural factors, as well as an introduction to psychopathology and abnormal behaviour.

### Learning outcomes and assessment criteria

Upon completion of this module students will be able to:

- Understand how sources of stress and behavioural problems are associated with stages of development, and with social and cultural factors.
- Describe major types of psychopathology and abnormal behaviour, and review the current research evidence regarding their aetiology and treatment.
- Critically evaluate the concept of abnormal behaviour and classification systems.

Students will be assessed on their ability to:

- Extract and synthesis research knowledge about different types of behavioural problems.
- Apply social and psychological theories to the understanding of behavioural problems and family dysfunctions.

### Content:

#### Family development

- Family development, (developmental and transitional issues in families, eg. infertility and pregnancy, childbirth).
- Child development issues (sibling relationships, parenting styles, adoption, delinquency, child abuse).
- Relationship issues (intimacy, communication, sexuality, conflict and relationship breakdown, separation and divorce, domestic violence).
- Family structure issues (single parenting, co-parenting, access, and reconstituted families – stages of forming a stepfamily).

#### Sociocultural factors

for example:

Group dynamics (eg. In-group favouritism, group-think, group polarisation etc.)

Cultural diversity

Effects of Migration

Poverty

Religious diversity

#### Introduction to psychopathology and abnormal behaviour

Stress and stress management (burnout)

Alcohol and drug abuse,

Domestic violence and domestic abuse

Grief

Affective disorders (eg. depression, suicidal behaviour)

Anxiety disorders (eg. school phobias, agoraphobia)

Personality disorders

Eating disorders

Dementia

Effects of physical illness.

**Learning and teaching strategies**

Classroom based sessions

Seminars

**Assessment**

Research review (approximately 3,000 words)

Seminar (approximately 30 minutes)

**Learning resources**

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Understanding the Management of Human Relationships (289703)

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Code 289703	Level 8	Prerequisites nil	Class contact hours 30
	Points 15	Corequisites nil	Self directed learning 120

### Overview

This paper critically examines the complex construction of human relationships, including close relationships (e.g. family relationships, friendships) and more impersonal relationships (e.g. relationships in work environments, sport teams etc.) in different social contexts. It will provide a critical overview of different strategies and techniques that can be utilised in the successful management of human relationships.

### Learning outcomes and Assessment criteria

Upon successful completion of this module the student will be able to:

- Introduce interpersonal dynamics in couple relationships, family relationships and professional relationships
- Examine how groups impact on human relationships (group dynamics such as groupthink, group polarisation, conformity, in-group favouritism)
- Work effectively with others in groups
- Explore the influence of gender and culture in the construction of human relationships
- Explore how internal psychological processes such as mental illness impact on human relationships and offers possible interventions (Managing anxiety and depression)
- Understand how hierarchical boundaries and power relations impact on human relationships
- Introduce constructive communication strategies in different social contexts, such as communication in the family or communication in a business environment (e.g. understanding body language, non-verbal communication, verbal communication, intercultural communication)
- Introduce basic counselling techniques, for example micro-counselling techniques
- Introduce stress management
- Introduce conflict resolution strategies (e.g. negotiation, mediation)

### Content

- Theories on family sociology and psychology
- Theories on gender, power and culture
- Theories on group dynamics
- Research evaluation of communication models
- Evaluation of how categories of gender and culture intersect with other categories such as age, disability, mental illness, and class and how they impact on interpersonal relationships
- Organisational behaviour (motivation, leadership, power)
- Basic counselling techniques and stress management
- Theory and practice in conflict resolution

### Learning and teaching strategies

- Classroom based sessions
- Independent learning
- Role-plays

### Assessment methods

- Essay (approximately 3,500 words)
- Seminars and a Book Review (1,500 words)

### Learning Resources

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Applied Economics and Finance (288602)

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Code 288602	Level 8	Prerequisites nil	Class contact hours 30
	Points 15	Corequisites nil	Self directed learning 120

This paper examines the disciplines of economics and public finance as applied to social policy. The course uses economic concepts from alternative theoretical traditions in assessing the development, implementation, costs and benefits of social policy.

### Learning Outcomes and Assessment Criteria

- Understand fundamental economic concepts as applied to social policy and public finance
- Evaluate economic theory and its relevance when applied to particular issues such as choice in the face of scarcity and the designing of systems to produce incentives
- Apply theoretical knowledge to key economic constructs such as market failure, externalities, public goods, and principal-agent theory in the context of bureaucracy

Students will be assessed on their ability to:

- Understand and apply economic constructs to major areas of social policy
- Engage in policy debates using key economic concepts
- Critically review and analyse the literature on economics and public finance

### Learning and Teaching Strategies

Particular attention will be paid throughout the course to the daily interface between economic questions under discussion, and their impact on our daily lives. The paper will use a range of teaching methods including lectures, discussions, workshops, debates and problem-solving exercises in order to ensure an advanced knowledge of the interface between economics, public finance and social policy.

### Assessment Methods

- A scoping assignment focusing on economics and public finance (approximately 1,500 words)
- A group assignment and seminar presentation focusing on the application of economic concepts to a selected field of social policy (one hour equivalent presentation by each student in the group)
- A summary assignment aimed at exploring the knowledge base of the student in applying economic constructs to major areas of social policy (approximately 3,000 words)

### Learning Resources

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Advanced Social Theory: Contemporary Issues (288510)

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Code 288510	Level 8	Prerequisites nil	Class contact hours 52
	Points 30	Corequisites nil	Self directed learning 248

A review of contemporary social theories, social theorists, and theories of society across the range of social sciences, but especially economics, psychology, political science and sociology. The paper examines and critiques, at an advanced level, the range of views central for understanding the contemporary global political economy and the characteristics of societies, groups and selves.

### Content

- The changing map of theoretical concerns in the social sciences: the dynamics of knowledge and related doctrines
- Current theoretical approaches, their strengths and limitations and how these are interrelated
- Current Social theorists: their strengths and limitations and how these are interrelated
- Doctrines of types of 'society' (e.g. knowledge society, global society, developing countries etc) and their trajectories of development, and critique of these notions
- The processes and dynamics of globalisation: e.g. the global division of labour, global finance, global politics, social movements, identity formation etc.
- The promise, practise and pain of proposed programs of amelioration and reform (e.g. aid, restructuring, 'development' etc.)

### Learning Outcomes

- Be aware of the range of central, deep questions with which the social sciences engage
- Understand the viewpoints of a range of contemporary social theorists, and how these fit into the overall configuration of the development of social theory
- Understand the range of social theories presently available, and of the advantages and limitations of each and the scope which each particularly illuminates
- Have an appreciation of the differences, and ability to understand the linking, between the levels of analysis: individual, group, societal and global etc.
- Have skills in documenting and critiquing/deconstructing such theories
- Relate the theories to the New Zealand circumstance

### Learning and Teaching Strategies

Lectures  
Seminars  
Group discussions  
Student presentations  
Self-directed study

### Assessment

4 essays (2,5000 words each)

### Learning Resources

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Critical Issues in Gender Studies (289704)

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Code 289704	Level 8	Prerequisites nil	Class contact hours 30
	Points 15	Corequisites nil	Self directed learning 120

### Content

This highly interdisciplinary course will:

- introduce new approaches to gender studies and sexuality studies as a theoretical, social, cultural, political and historical field of investigation
- challenge current understandings of gender and sexuality by interrogating cultural identities, such as queer, heterosexual, homosexual, gay, straight, bisexual, transgendered
- examine cultural production and cultural theory in relation to other power systems, such as race, ethnicity and class
- This course will address issues such as gender and sexuality (including homosexuality, bisexuality and heterosexuality), transgender issues; gender socialisation; men, women, and friendship; men, women, and romance; gender and communication; gender and language; gender and the media; gender and morality; gender and economics; gender and ways of knowing; gender and spirituality.

### Specific topics which may be focused on include

- The Men's Movement and Masculinities
- Violence Against Women
- The Cultural, Ethical and Aesthetic Implications of Pornography
- Sexuality and Visual Culture
- Sexuality and Gender in Various Cultural Settings
- Contemporary Theories of Love Relationships
- Lesbian, Gay, Bisexual and Transgender Issues

### Course Objectives

- To develop an understanding of the categories of sex, gender and sexuality as they are defined by communities in diverse cultural and historical contexts.
- To examine how categories of sex, gender and sexuality intersect with other categories of social and cultural diversity such as race, ethnicity, class, age, geographic location and educational level, and how such categories evolve over time with the impact of national and global processes (i.e. colonialism, nationalism, global capitalism).
- To explore how notions of gender and sexuality, as well as other categories of difference, influence personal and communal identities.
- To critically examine dominant forms of sex, gender and sexuality and how these categories may at times be oppressive to various groups, e.g. gay, lesbian, bisexual and transgendered communities.

### Assessment Methods

Book review (1500 words)

Essay (approximately 3500 words)

### Learning Resources

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Refugees and Displaced Persons (289706)

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Code 289706	Level 8	Prerequisites nil	Class contact hours 54
	Points 30	Corequisites nil	Self directed learning 246

This paper provides students with a critical understanding of the issues relating to refugees and displaced people. It examines the theories explaining the causes of refugee generation, international patterns and flows of refugees and practices of refugee resettlement.

### Learning Outcomes and Assessment Criteria

- Obtain an advanced understanding of theories and practices in refugee settlement.
- Critically examine the role of international and national organisations involved in refugee resettlement.
- Acquire in-depth knowledge and skills to enable them to develop practice models for refugee resettlement based on principles of human rights, social justice and empowerment.

### Learning and Teaching Strategies

Particular attention will be paid throughout the course to the daily interface between economic questions under discussion, and their impact on our daily lives. The paper will use a range of teaching methods including lectures, discussions, workshops, debates and problem-solving exercises in order to ensure an advanced understanding of the subject area.

The paper is delivered as two parts. The first explores the theories, principles and practices relating to refugees and displaced persons at the international level. Part two focuses on the New Zealand experience of working with refugees to develop knowledge, skills and practices to better support the resettlement of refugees.

### Assessment Activities:

An essay (3,000 words) or a Literature Review (3,000 words)

A written report (4,000 words) or a Research and critical evaluation of a project (4,000 words)

Seminar (3,000 words)

### Learning Resources:

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## **Conflict Resolution: Theories, Models, Concepts and Processes (289705)**

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Code 289705	Level 8	Prerequisites nil	Class contact hours 48
	Points 30	Corequisites nil	Self directed learning 246

### **Learning Outcomes**

Upon successful completion of this paper students should be able to:

- Identify and analyse key models of conflict management, resolution and transformation
- Compare and evaluate theories of conflict management, resolution and transformation
- Critically analyse concepts such as peace, justice, truth, mercy, forgiveness, and reparation, and explain their relationship to theories and models of conflict management, resolution and transformation
- Explain the processes relevant to the application of the theories, models and concepts

### **Content**

- Identifying and distinguishing dispute resolution, conflict resolution, conflict management and conflict transformation
- Negotiation, mediation, arbitration, and adjudication: models and theories
- Negotiation, mediation, arbitration and adjudication: processes
- Models and theories of conflict management
- Conflict management: processes
- Conflict transformation: models and theories
- Indigenous models of conflict resolution, management and transformation
- Concepts: peace, justice, truth, mercy, forgiveness, reparation et al

### **Learning and Teaching Strategies**

- Lectures
- Seminars
- Role plays/simulations

### **Assessment Methods**

1. Essay - maximum word limit 3,000 words
2. Seminar presentation summary document - maximum word limit 1,500 words
3. Case portfolio - maximum word limit 5,500 words

### **Learning Resources**

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Ethics and Social Justice (289100)

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Code 289100	Level 8	Prerequisites nil	Class contact hours 54
	Points 15	Corequisites nil	Self directed learning 246

This paper will use an interdisciplinary approach to examine concepts of ethics and social justice. The paper will be informed by a variety of cultural perspectives and analyse appropriate decision-making processes for the creation of a just society.

### Learning Outcomes

- Examine different concepts of ethics and social justice.
- Gain an in-depth understanding of a range of ethical theories, their origins, content and limitations.
- Demonstrate skills in the application of ethical theories to ethical dilemmas.
- Compare and evaluate a variety of ethical theories.
- Compare and evaluate a variety of theories of justice.
- Demonstrate an appreciation of a variety of ethical perspectives.
- Critically examine the provision of social justice in society.

### Content

The content covered will vary each year, and students will be able to select aspects are particularly relevant to their own research and professional interests on which to focus. The content will include:

- The historical background and context to the emergence of different ethical theories and theories of justice.
- The arguments and debates concerning ethics and social justice.
- The different sites of responsibility for ethical decision-making.
- The similarities and differences in perspectives related to religious, cultural, philosophical, professional and indigenous approaches to ethics and social justice.

### Learning and teaching Strategies

Lectures  
Seminars  
Group discussions  
Student presentations  
Self-directed study

### Assessment Methods

2 x 2,500 word essays.

### Learning Resources

#### Key Texts

Andrain, Andrew and James Smith (2006) Political Democracy, Trust and Social Justice, Boston: Northeastern Uni Press.

Lafollette, Hugh (2005) The Oxford Handbook of Practical Ethics. Oxford University Press.

Raphael, David Daiches (2001) Concepts of Justice. Oxford University Press.

### Recommended Reading

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Reading Paper (108006/11)

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Code 108006/11	Level 8	Prerequisites nil	Class contact hours
	Points 15	Corequisites nil	Self directed learning

This paper is designed to allow students to explore an area of interest in a social science discipline, relevant to their proposed course, but not covered in the taught papers.

### Content

The content will depend on individual study paths, e.g. a student proposing to specialise in employment policy might undertake a Reading Paper examining theories of economic determinants of employment in relation to policy in New Zealand; a student interested in management might undertake an analysis of theories of organisational change. A student interested in Conflict Resolution could undertake research into the different models and theories of dispute resolution, peace studies, or international relations.

### Learning Outcomes

- Understand the relevant body of knowledge within the special topic selected
- Understand contending theoretical perspectives relevant to the special topic
- Critique existing research and existing theories relevant to the topic selected
- Identify the limitations of current research, and potential areas for further research within the parameters of the topic selected

### Assessment Criteria

- Critically review and analyse the relevant literature
- Critique the contending perspectives relevant to the chosen topic
- Identify areas requiring further research

### Learning and Teaching Strategies

Tutorial/individual discussion with lecturer  
Problem based learning  
Self directed study  
Case studies  
Small group discussion

### Assessment Methods

One research essay of up to 5,000 words

### Learning Resources

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

### Special Topic in the Social Sciences (289701)

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Code 289701	Level 8	Prerequisites nil	Class contact hours nil
	Points 15	Corequisites nil	Self directed learning 150

This paper provides an opportunity for students to study in depth one or two topics related to the research interests of staff in the School of Social Sciences. Topics may vary from year to year.

## Honours Dissertation (108008)

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Code 108008	Level 8	Prerequisites Corequisites (See Programme Leader)
	Points 60	

A supervised scholarly investigation or research project

### Content

The student will select an appropriate topic, formulate a research aim, conduct a planned research project and produce a dissertation, which may include a non-traditional component (e.g. play, multimedia product, and artwork).

### Learning Outcomes and Assessment Criteria

- Define a research problem and plan a project to investigate the problem
- Engage in a sustained investigation resulting in new interpretations or findings in a particular area
- Identify, synthesise and critique literature and resources relevant to a chosen specialisation
- Utilise primary data to arrive at independent, rational conclusions
- Articulate findings, arguments and relationships through the synthesis of theoretical and empirical perspectives

Students will be assessed on their ability to

- Utilise a wide range of sources to establish perspectives on a specific topic
- Engage in primary data collection in a methodologically defensible manner
- Draw independent conclusions and new connections based on existing sources and own research findings
- Argue a position in a persuasive and clear fashion
- Prepare a coherent dissertation, including a theoretical defence of and the findings and conclusions of the research

### Learning and teaching strategies

Individual supervision  
Self-directed learning  
Independent research  
Group discussions

### Assessment methods

One dissertation of approximately 12,000-15,000 words or equivalent (non-traditional component with accompanying exegesis of not less than 3,000 words)

### Learning Resources

The student will review literature and other resources appropriate to their chosen research field. The student may find the following social science research texts of assistance:

Bell, J. (1999). *Doing your research project: a guide for first-time researchers in education and social science* (3<sup>rd</sup> ed.). Buckingham: Open University Press.

## MA Dissertation (108003)

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Code 108003	Level 8	Prerequisites Corequisites (See Programme Leader)
	Points 60	

A supervised scholarly investigation or research project

### Content

The student will select an appropriate topic, formulate a research aim, conduct a planned research project and produce a dissertation, which may include a non-traditional component (e.g. play, multimedia product, and artwork).

### Learning Outcomes and Assessment Criteria

- Define a research problem and plan a project to investigate the problem
- Engage in a sustained investigation resulting in new interpretations or findings in a particular area
- Identify, synthesise and critique literature and resources relevant to a chosen specialisation
- Utilise primary data to arrive at independent, rational conclusions
- Articulate findings, arguments and relationships through the synthesis of theoretical and empirical perspectives

Students will be assessed on their ability to

- Utilise a wide range of sources to establish perspectives on a specific topic
- Engage in primary data collection in a methodologically defensible manner
- Draw independent conclusions and new connections based on existing sources and own research findings
- Argue a position in a persuasive and clear fashion
- Prepare a coherent dissertation, including a theoretical defence of and the findings and conclusions of the research

### Learning and teaching strategies

Individual supervision  
Self-directed learning  
Independent research  
Group discussions

### Assessment methods

One dissertation of approximately 10,000 - 30,000 words (excluding bibliographies) or equivalent (non-traditional component with accompanying exegesis of not less than 3,000 words).

### Learning Resources

The student will review literature and other resources appropriate to their chosen research field. The student may find the following social science research texts of assistance:

Bell, J. (1999). *Doing your research project: a guide for first-time researchers in education and social science* (3<sup>rd</sup> ed.). Buckingham: Open University Press.

## Site Based Research Project (108005)

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Code 108005	Level 8	Prerequisites Corequisites (See Programme Leader)
	Points 60	

This site based research project allows students to integrate their advanced theoretical knowledge and research capabilities and apply these within an organisational context.

### Content

Students will work under the guidance of a site mentor (placement based) and a learning supervisor (AUT based) who will monitor the research project, ensuring it meets the needs of major stakeholders. The mentor and AUT supervisor will negotiate and fulfil a learning contract that specifies the substantive nature of the research project to be supervised during the placement.

### Learning Outcomes and Assessment Criteria

- Apply advanced knowledge and skills in an organisational setting
- Meet professional standards of practice in the organisation
- Critically evaluate the interface between theory and practice
- Consult effectively in identifying agency research needs
- Plan, undertake and report on a site based research project

Students will be assessed on their ability to

- Apply theoretical and conceptual knowledge to an investigation in a workplace setting
- Select and utilise appropriate research methodologies, e.g. programme evaluations and a range of qualitative and quantitative techniques
- Structure and manage a research project from inception to completion

### Learning and Teaching Strategies

Seminar presentations

Collaborate learning with academic/work-based supervisors

Group discussion

Independent research

Self directed study

Problem based learning

### Assessment Methods

One dissertation of approximately 15,000 words